

**Primary Demographic Survey 1998-2003**  
**Statewide Summary Data/ Comparison Data**  
 (763/763 schools reporting –100%)

1. How many primary (K-3) children does your school currently serve?

<b>Primary</b>	98-99	99-00	00-01	01-02	<b>02-03</b>
Entry Level	48,516	48,064	48,053	47,868	<b>48,630</b>
Primary	157,655	156,100	153,306	151,430	<b>150,423</b>
<b>Total</b>	206,171	204,164	201,359	199,298	<b>199,053</b>

2. What number of students in your school who are just exiting primary in May 2002 have taken more than four years to complete “the primary program”?

98-99	99-00	00-01	01-02	<b>02-03</b>
5,564	4,745	5,601	6,093	<b>5,725</b>

3. What number of students currently in the fourth year of primary, will need to attend the primary program for a fifth year?

01-02	<b>02-03</b>
3,585	<b>3,603</b>

4. Specify your entry level primary (kindergarten) structure:

<b>Entry level structure</b>	<b>02-03</b>	<b>Number of Classes</b>
Full Day, 5 days a week	<b>600 (81%)</b>	1,984
Half Day, 5 days a week	<b>107 (14%)</b>	361
Other	<b>32 (4%)</b>	127

5. Please choose **one** option below that best describes your school’s OVERALL primary program structure/organization:

<b>Primary Program Structure</b>	98-99	99-00	00-01	01-02	<b>02-03</b>
Four Year Age Spans (5-8 year olds grouped together)	2%	1%	1%	1%	<b>2%</b>
Three Year Age Spans (6-8 year olds grouped together - part-time inclusion of 5-year-olds)	3%	2%	2%	2%	<b>3%</b>
Dual Age Spans with full inclusion of 5-year-olds	18%	12%	12%	9%	<b>12%</b>
Dual Age Spans with separate primary classes for 5-year-olds	26%	21%	22%	20%	<b>23%</b>
Dual Age Spans with separate primary classes for 5-year-olds and exit level students	--	6%	6%	7%	<b>7%</b>
Predominantly Single Age Groupings	24%	32%	42%	48%	<b>47%</b>
Looping practices (teachers keep the same students for more than one year)	--	38%	36%	3%	<b>4%</b>

6A. Choose the qualitative progress reporting methods used by your primary program: Please check all that apply:

<b>Reporting Student Progress - Method</b>	<b>98-99</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>
Parent/Teacher conferences	99%	85%	98%	97%	<b>98%</b>
Working Folders (Writing Pieces)	92%	83%	96%	91%	<b>94%</b>
Direct Observations	76%	67%	82%	56%	<b>80%</b>
Performance Tasks	57%	43%	55%	33%	<b>58%</b>
Video-taped performances	12%	9%	18%	10%	<b>7%</b>
District-designed report card	47%	49%	59%	53%	<b>54%</b>
Student self-reflection	47%	43%	57%	49%	<b>52%</b>
School-designed report card	49%	41%	47%	55%	<b>50%</b>
Anecdotal Records	82%	74%	85%	69%	<b>80%</b>
Work Samples				87%	<b>91%</b>
Observational Checklists					<b>68%</b>
Other					<b>16%</b>

6B. Do the Progress reports reflect the qualitative reporting method, as required by the primary program, or are they similar to those used in the intermediate/upper elementary (letter grades by content area)?

<b>Progress reports</b>	<b>02-03</b>
Primary	<b>89%</b>
Intermediate	<b>8%</b>
Both	<b>3%</b>

7. How much planning time was provided for primary teachers during the 2002-2003 school year?

<b>Planning Time Allotted</b>	<b>01-02</b>	<b>02-03</b>
15 min. a day	3%	<b>5%</b>
30 min. a day	25%	<b>20%</b>
45 min. a day	51%	<b>50%</b>
60 min. a day	18%	<b>20%</b>
more than 60 min. a day	4%	<b>5%</b>

8. To what extent was common planning time for teams/clusters of primary teachers made available?

<b>Common Planning Time</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>
twice monthly	2%	3%	<b>4%</b>
monthly	6%	11%	<b>8%</b>
weekly	31%	34%	<b>27%</b>
daily	40%	46%	<b>62%</b>

9. Did your school district provide time in the 2002-2003 school calendar for parent-teacher conferences?

	<b>YES</b>	<b>NO</b>
98-99	66%	34%
99-00	53%	47%
00-01	56%	43%
01-02	58%	36%
<b>02-03</b>	<b>62%</b>	<b>38%</b>

10. Identify strategies/activities used to ensure successful transition of all students, preschool to primary, primary to intermediate?  
Please check all that apply:

<b>Transition</b>	<b>01-02</b>	<b>02-03</b>
Home visit/s	50%	<b>57%</b>
Parent surveys	60%	<b>56%</b>
Registration days	83%	<b>85%</b>
Parent orientation	75%	<b>80%</b>
Student classroom visit/s	72%	<b>79%</b>
Official transition policy/plan	17%	<b>20%</b>
Parent/child/teacher conferences	64%	<b>73%</b>
Vertical/horizontal teacher collaboration	64%	<b>78%</b>
Information packet sent to student and parents	68%	<b>76%</b>

11. The resources, organization and instructional practices in your primary reading program should be developmentally appropriate and should ensure continuous progress. Rank each response in each category from most frequently used (1) to least used (3) to support your primary reading program.

<b>A. Resources</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>B. Organization</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>C. Instructional Practices</b>	<b>1</b>	<b>2</b>	<b>3</b>
Basal texts	36%	36%	28%	Whole Group	23%	38%	39%	Reading/writing/listening centers	50%	35%	15%
Leveled texts/trade books	59%	30%	11%	Small ability group	45%	37%	18%	Basal materials (workbooks, worksheets, tests)	39%	29%	32%
Computer software programs	18%	37%	45%	Flexible groups	51%	29%	20%	Manipulatives	30%	36%	34%

12A. Rank each component of your literacy program from 1-6, with 1 being the most emphasized area of instruction and 6 being the least emphasized area of instruction for emergent readers.

<b>Literacy Component</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Writing	14%	7%	13%	15%	23%	28%
Phonemic awareness	63%	18%	7%	4%	4%	4%
Phonics	33%	44%	7%	6%	4%	5%
Fluency	13%	8%	12%	15%	23%	30%
Vocabulary	20%	11%	35%	17%	11%	7%
Comprehension	21%	11%	18%	27%	15%	7%

12B. Rank each component of your literacy program from 1-6, with 1 being the most emphasized area of instruction and 6 being the least emphasized area of instruction for early readers.

<b>Literacy Component</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Writing	14%	9%	12%	17%	25%	24%
Phonemic awareness	41%	21%	8%	5%	8%	16%
Phonics	47%	28%	9%	5%	5%	7%
Fluency	16%	9%	13%	19%	24%	20%
Vocabulary	22%	20%	27%	16%	8%	7%
Comprehension	27%	15%	20%	24%	10%	5%

12C. Rank each component of your literacy program from 1-6, with 1 being the most emphasized area of instruction and 6 being the least emphasized area of instruction for transitional/fluent readers.

<b>Literacy Component</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Writing	22%	16%	25%	26%	6%	5%
Phonemic awareness	14%	5%	7%	7%	23%	44%
Phonics	15%	6%	10%	9%	39%	22%
Fluency	24%	18%	22%	22%	7%	6%
Vocabulary	30%	27%	20%	17%	3%	3%
Comprehension	59%	22%	10%	5%	1%	2%

13. How much time is scheduled for the protected, dedicated reading instruction block?

<b>Reading Instruction Time</b>	<b>01-02</b>	<b>02-03</b>
15 min. a day	0%	<b>6%</b>
30 min. a day	5%	<b>3%</b>
60 min. a day	31%	<b>32%</b>
90 min. a day	38%	<b>34%</b>
110 min. a day	24%	<b>25%</b>

14. Identify the assessment strategies used in your primary reading program that supports continuous progress in literacy. Please check all that apply.

<b>Informal Assessment Strategies</b>	<b>01-02</b>	<b>02-03</b>
KELP	24%	<b>24%</b>
KY Marker Papers	57%	<b>64%</b>
Running Records	67%	<b>75%</b>
Journals/dialogue journal	75%	<b>81%</b>
Anecdotal records	78%	<b>83%</b>
Retellings (oral or written)	63%	<b>74%</b>
Parent surveys	38%	<b>43%</b>
Teacher-student-peer conferences	65%	<b>75%</b>
Rubrics		<b>86%</b>
Formal standardized assessments		<b>80%</b>

Other Assessments Used:

<b>Name of Assessment</b>	<b>Number</b>
Accelerated Reader	39
Achieve Program	5
AGS	1
AR	2
Basal End of Year Tests	4
Bear Spelling	4
Boehm	5
Breakthrough to Literacy	33
Brigance	26
Burns/Roe	2
CATS	54
CCC	1

CDRT	2
CELL	1
Chapter Assessments	2
Classroom Observation Survey	32
Clay Observational Survey	5
CMZ Reading Assessment	5
Compass Learning	1
CORE Assessments	318
CRI	130
CTBS	231
Developmental Reading Assessment (DRA)	124
Diagnostic Reading Assessments	8
Dial R	2
DIBELS	5
Direct Instruction Rate & Accuracy	2
Direct Reading Assessment	2
District Exit Exam	3
Dolce Word List	6
Dominie	14
Early Literacy	4
Eckwall-Shanker	1
EdVision Reading assessment	7
ERB	21
Essential Skills Test	3
Fast ForWord	1
FCPS Early Literacy Assessments	6
Flynt-Cooter	7
Fox in the Box Literacy Assessment	3
Gates MaGinite	6
GRADE by AGS	3
Gray Oral Reading	1
Henderson County Performance Standards	2
Houghton Mifflin Reading Series	3
IQ Test	13
IRI's	1
JCAT	29
JCPS District Writing Assessment	1
Kaufman	4
KCCT	1
Kindergarten Readiness Test	4
KRA	1
LAPD	31
Lexia	1
Lightspan	11
Literacy First Assessments	1
MacMillian Reading	8
MAP	1
Marie Clay	29
Mastery Tests	1
McGraw-Hill	1
Measures of Academic Progress	2
Metropolitan	2

MST	1
Multiple Choice	1
OB Survey	5
Observation Survey	24
Open Response	1
Otis Lennon	7
PASS	3
PassLink	3
PAST	1
Performance Reports	1
Perry County Learning Profile	1
Phonics Assessment	3
Phonics Mastery	5
Phonological Awareness Skills Test	7
Project Read	1
Pulaski Assessment in Reading and Math	3
Quarterly Benchmark Assessments	1
RAVEN	1
Reading Mastery	40
Reading Placement Tests	4
Reading Rate Assessment	2
Reading Recovery	1
Reading Styles Inventory	57
Report Card	192
San Diego Quick	1
Saxon Phonics	1
Scantron Computerized Assesment	3
Scholastic Literacy Place Assessment	10
Scholastic Reading Inventory	3
Scholastic Reading Test	2
Scott Foresman Placement Test	1
SDMT	1
SDRT	5
SFA	6
Silveroli	5
Skills Connection	1
Slossan Oral	5
SOARING to Success Evaluative Tools	3
SRA Reading Mastery Tests	5
SRI	1
Standard Basal Assessments	6
Standard Diagnostic	1
Stanford Binet	22
Stanford Diagnostic Test	2
STAR	98
STEPS	5
STS	3
Success for All	2
SWA	1
Teachers CLASS	1
Terra Nova	7
TEST Ready	1

Textbook Company Provided Tests	1
TOPA	5
Unit Tests	5
Waterford Reading Inventory	1
Woodcock-Johnson	5
WRAT	1
Wright Company Phonics	1
Yopp-Singer Assessment	2